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ABSTRACT

This is an evaluation report for a Title VII bilingual program that served Spanish-speaking students attending John Bowne High school, Flushing, New York, in 1979-1980. The first section of the report discusses the school neighborhood and its demographic composition. The second section focuses on participating students' characteristics, outlining program entry criteria and the student's ethnic backgrounds, language proficiency and socioeconomic background. In the third section the organization of the program is described. Section four reviews the instructional components of the project including: (1) student placement, programming and mainstreaming: (2) funding: (3) career education: (4) bilingual classes and mainstreaming classes: and (5) English as a second language. Non-instructional components covered in section five are: (1) funding sources: (2) curriculum and materials development: (3) staff characteristics and development: (4) supportive services: (5) parental and community involvement: and (6) affective domain. Assessment procedures, findings, conclusions and recommendations make up the last two sections. Tables show student performance on the Criterion Referenced English Syntax Test and tests measuring achievement in mathematics, science, social studies, native language reading and arts, typing and secretarial studies. Student attendance rates are also shown. (APM)

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FINAL EVALUATION REPORT

ESEA Title VII

Grant Number: G007604867

Project Number: 5001-42-07641

JOHN BOWNE HIGH SCHOOL

BILINGUAL PROGRAM

1979-1980

Acting Principal: Dr. Bennett Parsteck

Director: Ms. Gladys Fischoff

Prepared By The

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BASIC BILINGUAL PROGRAM - JOHN BOWNE HIGH SCHOOL

Location:	63-21 Main Street, Flushing, New York
Year of Operation:	1979-1980, Fifth and Final Year of Funding
Target Language:	Spanish
Number of Students:	277
Acting Principal:	Dr. Bennett Parsteck
Program Director:	Ms. Gladys Fischoff

I. DEMOGRAPHIC CONTEXT

The Basic Bilingual Program is housed on the main floor of the John Bowne High School building. The site was selected by the parent organization due to the availability of a target population in the vicinity of the school.

The project is located at 63-21 Main St., in the Flushing area of the Borough of Queens. Its immediate neighborhood is mostly residential, stable, and middle-income, consisting of two-family houses. The school building has an elementary school to its front and Queens College to the rear. To the right of the school there is a Jewish neighborhood whose children do not attend the high school. They attend parochial schools. To the left, the school adjoins an ethnically mixed, middle-class neighborhood which may be called the "immediate area" of the school. This area is inhabited by a mixture of Chinese, Hispanics, Italians, and Koreans. The children of some of the families in this area attend the high school. There are no businesses close to the school building.

The majority of the school student population comes from the "outside area" of the school. This outside area comprises sections of Corona, Elmhurst, Jamaica, and Flushing. Corona and Elmhurst send to the school Chinese, Hispanic, and Korean students. French-Creole and Hispanic students come from Jamaica. The rest of the Flushing area sends to the

school students from Greece, India, Pakistan, and a few from other parts of the world. Native languages are used to communicate within the home and its immediate vicinity. English is used for communication in the community at large.

The "immediate area" of the school is a stable community and most of its families have lived in it for many years. The students of those "old" families which attend the high school are mainstreamed and have little pedagogical relationship with the project. The area, notwithstanding, is in the process of change. Immigrant families are moving into the neighborhood. Although immigrant, these families are stable and provide the project with students.

The "outside area" is not a stable community. Although there is no physical deterioration of the area, it is a constantly changing community. Economically, it is mixed, consisting of middle-class families with an ever increasing number of low-income families. These low-income families tend to be one-parent families or surrogate-parent families with both parents employed. The finances of the families in the area are influenced by high rentals and the fact that it is a two or three-fare area. These factors and the changing nature of the community influence some of the residents to move. As the residents move out, immigrant families with large numbers of children move in. These families have to move into small apartments because the landlords of the area divide apartments into smaller units to meet housing demands. Large numbers of youngsters with no skills, no employment and little to do, help increase the crime rate of the area. Illnesses present no

major problems in the area or in the project student population, but there are a few instances in which the project students are absent from school because they have to care for smaller siblings while their parents go to clinics or hospitals.

II. STUDENT CHARACTERISTICS

A. Entry Criteria - Students enter the project if they score below the 21st percentile on the Language Assessment Battery Test (LAB), and are recommended to the project by the bilingual guidance counselor, a teacher, the grade advisor and/or the students' parents.

B. Ethnic Composition - The total population of the school is 3575 students. Of these, 876 or 25% are Hispanics, 26% are Blacks, and 48% could be classified as "other." Included in the latter is a very small number of Orientals. The project's student population was 277 during the spring of 1980 or 30 % of the total Hispanic population of the school. The project population could be broken down as follows:

COUNTRY	# OF STUDENTS	%
Dominican Republic	107	38.63
Colombia	76	27.64
Ecuador	34	12.27
Puerto Rico	20	7.22
Peru	11	3.97
Guatemala	6	2.17
El Salvador	7	2.53
Argentina	4	1.44
Cuba	4	1.44
Honduras	3	1.08

COUNTRY	# OF STUDENTS	%
Chile	2	.72
Nicaragua	1	.36
Panama	1	.36
Uruguay	1	.36
	277	

C. Language Proficiency - Project students come from migrant or immigrant families. Some have lived in the United States for a relatively short period of time; others are recent arrivals. All are native speakers of Spanish. The students' reading proficiency in Spanish, as tested with La Prueba de Lectura (Spanish reading test), varies from minimal (the 1st grade level) to sophisticated (the 9th grade level). These grade levels are an approximation, as this reading test does not provide equivalents. English language proficiency presents a somewhat different picture: most students enter the project with little knowledge of English. However, they are motivated to learn English since English is used as the vehicle of communication in their communities. This is true of the "immediate area" of the school where English is used around 90% of the time. This, plus the four years of ESL that the project provides, explains the range of English language proficiency of the project students--from 1st to 8th grade.

D. Diversity - As has been indicated in the previous discussion, the project's student population is heterogeneous in many respects. The students' range of literacy in their own language ranges from almost illiterate to literate. The educational background of the parents is heterogeneous. The socio-economic level of the families ranges from low-middle income to middle-income.

III. PROGRAM DESCRIPTION

The project is transitional in outlook, with the final objective being to make the student fully functional in an English environment while conserving and developing his/her skills in Spanish. A unique aspect of the project, and the brainchild of the project director, is the concept that the transitional zone between full Spanish immersion to full English immersion is achieved during the last two years of the four years that the child is in the project. The first two years provide the student with content materials taught in the Spanish language, English structures taught through ESL, and the development of Spanish language skills. The last two years present the student a choice of two tracks: a career education component and the regular high school curriculum for grades 11 and 12. Both of these tracks have the objective of moving the student to a full English immersion curriculum. If the student chooses the career education component, Spanish and English are used to acquire and develop a series of skills which will enable the student to function in a business employment situation. The skills are: (1) business skills, (2) skills related to simple research and reporting, (3) development of business vocabulary and concepts in English and Spanish and, (4) familiarity

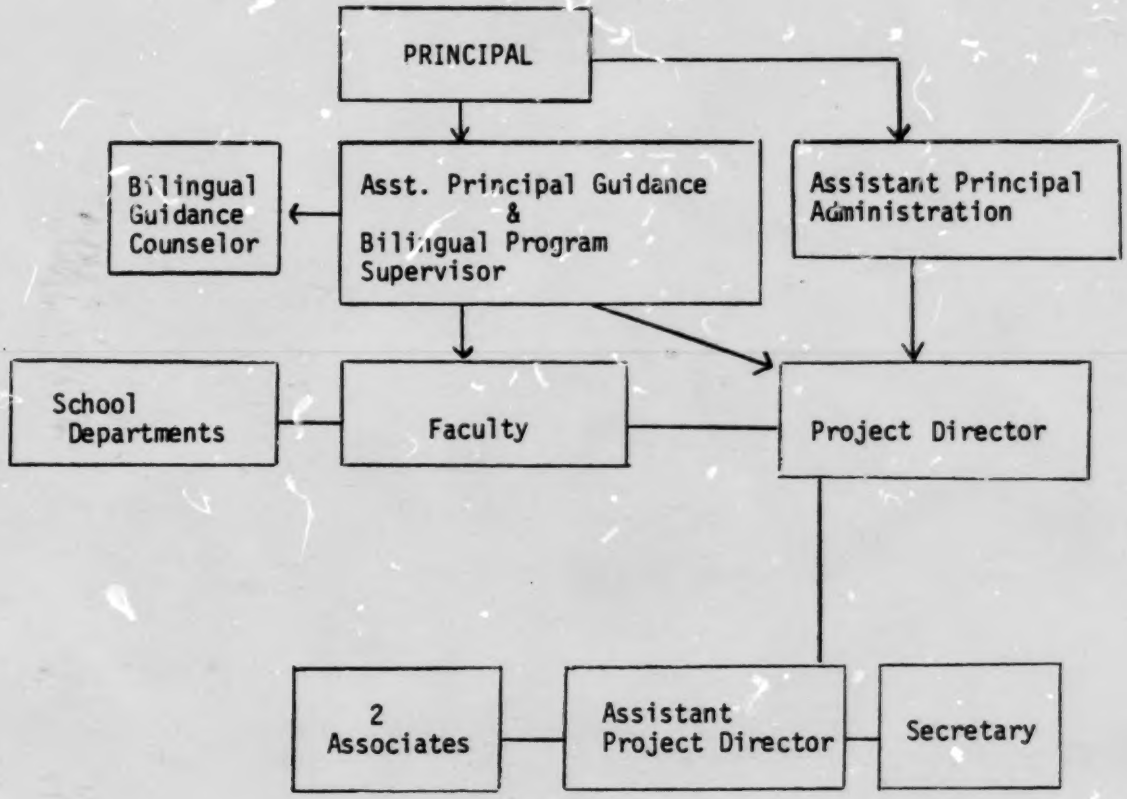
with the business field through visits to businesses and interviews with employers. The objective is to prepare the student to use both English and Spanish as tools of communication within the business field. Examples of the strategies used to accomplish this goal are the Bilingual Typing and Bilingual Stenography courses. In the first year of Bilingual Typing, all instruction is given in Spanish while the typing is done in English. When the student can type a letter, the letter is typed both in English and in Spanish. This way both languages are reinforced, and the student can see the linguistic equivalences. In Bilingual Stenography a similar strategy is used. Instructions are given in Spanish while the system is learned in English to increase the students' competency in the pronunciation and spelling of English. Spanish Stenography is introduced in the second year, transferring the skills learned with the English system.

If the student chooses the second track, he/she is enrolled in the regular curriculum for grades 11 and 12, moving content taught in Spanish to a full program where the content courses are taught in English.

The philosophy described above is highly supported by the school administration, and to a lesser degree, by the school's faculty.

The organizational chart of the project is as follows:

CHART 1



The project director is responsible to the Assistant Principal for Administration in the area of management, and to the Assistant Principal for Guidance in other areas. The project courses are dispersed throughout all the departments of the school, and the bilingual teachers are assigned to their respective departments. In this way, the bilingual faculty can keep abreast of the philosophies, advances, and instructional strategies of their specific content areas. At the same time, they can serve as liaison between the project and their departments. Furthermore, the bilingual teachers also assist, within their departments, in the development of bilingual curriculum materials, and disseminate bilingual materials and information about bilingual education and events. The director of the project is in constant contact with the departments, sharing with them bilingual information, trends, and textbooks. The project office serves as a resource center on bilingual education for the whole school, helps in translations, serves as a liaison with colleges, with the New York State Employment Office, with the attendance officer, with the grade advisors of the school, and with other agencies.

Since the project was funded four years ago, it has undergone minor pedagogical alterations to prepare the students to meet graduation requirements. One such example was to change the Life Science Course to Bilingual Biology. These alterations have been changes in pedagogical strategies rather than changes in the proposal.

The physical integration of the project within the school complex is an asset to the project. The project's office is on the main floor

of the school building, within the administrative compound. The office is used to full capacity, being overcrowded with desks, materials, and people. It houses a Resource Bilingual Library which is available to all the faculty of the school. The project's classes are not segregated, but rather are located in the same areas as mainstreamed classes.

IV. INSTRUCTIONAL COMPONENT

A. Student Placement, Programming, and Mainstreaming

1) Placement and Programming - The main criterion for a student's placement in the project is the result of the LAB score. This is weighed with the other factors mentioned above to make the decision. Other factors are considered in the development of the program of a student enrolled in the project. If the student is a new arrival to the country, the program is developed using the incoming records, the results of the LAB, reading and math scores, and the results of interviews with the project director and/or the assistant director. For students transferred from a feeder school, the program is developed using the guidance counselor's recommendations from the feeder school, the results of the tests administered by the project (LAB, reading, and math), and the results of an interview with the project director and/or assistant director. The programs of students already in the project are developed considering each student's overall scholastic achievement, including the DCT and RCT scores, the school's requirements for graduation, and the student's talents. Overall the students' programs are uniform but individualized within the areas of ESL, bilingual math, and bilingual typing.

2) Transition - A student may be mainstreamed at the request of the parents and/or when the LAB scores surpass the 20th percentile. When a student is considered for mainstreaming, the specific criteria taken into consideration are: the results of the LAB tests, the scholastic achievement of the student, and the student's English fluency. Usually parents are amenable to mainstreaming, but in the case of a negative decision, they trust the project staff. Parents seem to know that the project students are studying the same subject area content as other students. The fear that the project students are not learning English does not appear to prevail in the community. Otherwise, it might be expected that more requests for mainstreaming would be made to the school. If the student is mainstreamed, the parents know that the student can return to the project when so desiring. Students are also amenable to mainstreaming, but are proud of the project.

The project also presents options to the student who would like to be mainstreamed but is not ready for it. For example, 42 students, or 15% of the project student population, are taking two or more content courses with mainstream students, and 28 students (or 10% of the project population) have completed the ESL sequence but continue to receive some type of content area instruction in Spanish. Even after fully mainstreamed, 29 students retain extra-curricular ties with the project. These ties center around involvement in the project's publications. One mainstreamed student belongs to the Bilingual Student Advisory Board.

After the student is mainstreamed, a complete follow-up cannot be carried out because the project has no bilingual counselor on its staff. But the project office remains open at all times for the mainstreamed student and parents to discuss any problems. The project, in consultation with the school guidance counselor and the grade advisor, also ascertains that the mainstreamed student is given an individualized program. Project notices and publications are continually sent to former project students so that they know that the project's extra-curricular activities are open to them.

3) Exit- Students leave the project for many reasons. Below is a detailed presentation of reasons why students left the project from 9/79 to 5/80.

a) Fully mainstreamed - 6 students

b) Discharged to an alternative program - 3 students

c) Returned to their native countries - 12 students

d) Removed from the program by parental option - 15 students

e) Married and left school - 1 student

f) Drop outs - 19 students

Some students were transferred to another school, but the figures were not available.

B. Funding, Instructional Component - Chart II details the funding sources for the instructional component of the project.

CHART II

INSTRUCTIONAL COMPONENT

BY FUNDING SOURCE

Language Group: Spanish

Instructional Component	Funding Source(s)	Number of Personnel: Teachers	Paras
E.S.L.	Tax Levy	5	0
Reading (English)	Tax Levy	11	1 (Title I)
Native Language	Tax Levy	3	0
Math	Tax Levy	1	1 (Title VII)
Social Studies	Tax Levy	1	0
Science	Tax Levy	1	0
Other (Voc. Ed., etc.)			
Business Secretarial Study	Tax Levy	1	1 (Title VII)
Bilingual Supervisor	Tax Levy	1	0

C. Career Education - As has been previously stated, the distinctive feature of the project is its Career Education Component. This component is a two-year program, for grades 11 and 12, interdisciplinary in approach, presenting several electives. The Foreign Language Department offers Commercial Spanish Language Arts. The Secretarial Science Department offers Bilingual Typing and Bilingual Stenography. The Accounting

Department offers Bilingual Business Math. Also offered are an ESL course, Business English for the Foreign Born, and a Business Themes course not offered anywhere else in the city. All these courses are two-year courses except Business English, which is a one-year course taken in conjunction with one year of ESL. Business Math and Bilingual Typing have individualized instructional programs.

The courses in this component are designed to accomplish the following objectives:

1) to act as a transition zone from complete Spanish immersion to complete English immersion;

2) to increase English competency skills in reading, writing, and oral communication; and

3) to provide the students with the skills for one of the following: a) entry into employment after graduation, or b) part-time employment while attending college.

Those project students not choosing the Career Education component can continue in the project by taking another two-year component for grades 11 and 12, offering courses in ESL, Spanish Language Arts, and Bilingual Social Studies, with Physical Education and electives in mainstreamed classes. The goals of this second component are the same as the first two goals of the Career Education Component.

D. Bilingual Classes - Bilingual classes are offered in Spanish. The first two years of the project, grades 9 and 10, are a total Spanish immersion program. All courses except ESL are taught in Spanish. The second two years of the project, grades 11 and 12, move the student from a complete Spanish immersion strategy to complete English immersion.

Spanish Language Arts and ESL are taught throughout the four years of the project.

Hispanic cultural items are integrated into the curricula of Social Studies and Spanish Language Arts. Social Studies integrate these items from a comparative outlook. Spanish Language Arts incorporates them into the course content. Continuous reinforcement of the items presented is attempted in both curricula.

Chart III presents a list of the bilingual classes offered by the project. Also included is information concerning staffing, class size and hours of instruction.

Chart III
BILINGUAL CLASSES

COMPONENT/ SUBJECT	NO. CLASS/ CLASS REGISTER	LANGUAGE(s) OF INSTRUCTION	USED FOR WHAT % OF CLASS TIME?	HOURS PER WEEK	STAFFING: NUMBERS OF: TEACHERS	PARAS	CURRICULUM IN USE (DESCRIBE)	MATERIALS IN USE: APPROPRIATE TO STUDENTS' NATIVE LANGUAGE? (Y OR N)
Spanish Lang. Arts - 3	22	Spanish	100%	5	1	0	Curriculum developed	Yes
Span. Lang. Arts - 4	34	Spanish	100%	5	1	0	Curriculum developed	Yes
Span. Lang. Arts - 6	40	Spanish	100%	5	1	0	See Addendum 2	Yes
Span. Lang. Arts - 7	38	Spanish	100%	5	1	0	See Addendum 2	Yes
Commercial Spanish 2	39	Spanish	100%	5	1	0	See Addendum 4	Yes
Commercial Spanish 4	33	Spanish	100%	5	1	0	See Addendum 4	Yes
Social Studies Eco	30	Spanish	100%	5	1	0	Mainstream Equivalent	Yes
Social Studies Eco - 2	38	Spanish	100%	5	1	0	NYC Syllabus	Yes
Western Civ. Bilingual 3	36	Spanish	100%	5	1	0	See Addendum 5	Yes
Western Civ. Bilingual 6	36	Spanish	100%	5	1	0	See Addendum 5	Yes
Regional Study (Geography) 3	30	Spanish	100%	5	1	0	NYC Syllabus	Yes
Regional Study (Geography) 7	38	Spanish	100%	5	1	0	NYC Syllabus	Yes

Chart III
(continued)

COMPONENT/ SUBJECT	NO. CLASS/ CLASS REGISTER	LANGUAGE(s) OF INSTRUCTION	USED FOR WHAT % OF CLASS TIME?	HOURS PER WEEK	STAFFING: NUMBERS OF: TEACHERS	PARAS	CURRICULUM IN USE (DESCRIBE)	MATERIALS IN USE: APPROPRIATE TO STUDENTS' NATIVE LANGUAGE? (Y OR N)
Essentials of Math - 5	33	Spanish	100%	5	1	1	See Addendum 6	Yes
Math Lab	40	Spanish	100%	5	1	1	NYC Syllabus	Yes
Math Algebra 9	41	Spanish	100%	5	1	0	NYC Syllabus	Yes
Applied Bio 1	25	Spanish	100%	5	1	0	NYC Syllabus	Yes
Applied Bio 2	2	Spanish	100%	5	1	0	NYC Syllabus	Yes
Biology 5	29	Spanish	100%	5	1	0	NYC Syllabus	Yes
Biology 6	40	Spanish	100%	5	1	0	NYC Syllabus	Yes
Intro to Physical Sc. 8	41	Spanish	100%	5	1	0	NYC Syllabus	Yes
Bus. Regents Competency Math	23	Spanish	100%	5	1	0	NYC Syllabus	Yes
Stenography 2/4	36	Eng/Span	50%-50%	5	1	1	NYC Syllabus	Yes
Typing 1	35	Eng/Span	50%-50%	5	1	1	NYC Syllabus	Yes
Typing 2/3	38	Eng/Span	50%-50%	5	1	1	NYC Syllabus	Yes
Business Math 8	38	Spanish	100%	5	1	1	NYC Syllabus	Yes
Math-Algebra 9	31	Spanish	100%	5	1	0	NYC Syllabus	Yes
Essentials of Math - 2	34	Spanish	100%	5	1	1	See Addendum 6	Yes

E. English as a Second Language - Chart IV presents a breakdown of all the ESL courses, including Business English, offered by the project during the spring of 1980.

CHART IV

ESL CLASSES: SPRING 1980

ESL Class	Periods	Register	Year
1/2	1.2	29	First year - 2/week = 10 periods
1/2	3.4	25	
3/4	1.2	41	
3/4	3.4a	24	2nd year - 2/week = 10 periods
3/4	3.4b	25	
3/4	7.8	28	
5/6	1.2	32	
5/6	3.4	28	3rd year - 2/week = 10 periods
5/6	5.6	33	
5/6	7.8	30	
7	6	34	
8	2	32	4th year - 1/week = 5 periods (transitional)
8	5	27	
8	8	30	
Bus. Engl.*	8	30	4th year - 1/week = 5 periods (elective)

*Business English is the same level as ESL 8, but includes business skills.

The project students can also attend an English Workshop geared to foreign students, the Writing Lab, and the Math Lab. The bilingual courses, workshop, and Lab offerings are geared to reflect the specific needs and characteristics of the project's student population. Next school year, the project plans to include an ESL-PSEN Reading Workshop designed to help the project students prepare to take this diploma requirement.

F. Mainstream Classes - All project students in the 11th and 12th grades not taking the Career Education Component may attend mainstream classes for the purpose of linguistic integration in English. Ninth and 10th graders can attend mainstream classes if they meet the following criteria: the LAB score, the ESL level placement plus teacher and/or grade advisor recommendation.

Chart V delineates the mainstream courses attended by project students.

Chart V

MAINSTREAM CLASSES

COMPONENT/SUBJECT	TOTAL NUMBER OF STUDENTS	HOURS PER WEEK	CRITERIA FOR SELECTION
English	28	5	LAB/Teacher recommendation
Career Communication	2	5	Teacher recommendation
Reading	111	5	*BCT/RCT scores, Grade Advisor and Teache recommendation
Social Studies	16	5	ESL Placement, LAB
Social Studies	16	5	ESL Placement, LAB
Math	21	5	ESL Placement, LAB
Math	13	5	ESL Placement, LAB, Program conflict
Science	11	5	ESL Placement, LAB
Science	5	5	ESL Placement, LAB
Typing	3	5	Conflict in program
Elective	1	5	ESL Placement, LAB
Music	19	5	ESL Placement, Integration
Art	24	5	ESL Placement, Integration
Shop	16	5	ESL Placement, Teacher recommendation
Hygiene	52	5	Integration purposes
Distributive Education	2	5	ESL Placement, Teacher recommendation

*BCT = Basic Competency Test, RCT = Regents Competency Test

Please note that some students are placed in mainstream classes because of conflicts in the program, and others for integration purposes.

V. NON-INSTRUCTIONAL COMPONENT

A. Funding Sources - The non-instructional component of the project has been funded by Title VII for a five year period. The current year is the 4th year of the project, and next year will be its last funded year. No plans have been made to recruit continued Title VII funds past the fifth year. Chart VI presents a breakdown of the funding sources for the non-instructional components of the project.

Chart VI

Non-Instructional Component By Funding Source

	Funding source(s)	Personnel providing services
A. CURRICULUM DEVELOPMENT	Title VII & Tax Levy	bilingual faculty, Chairperson Math Dept., Title VII staff (2)
B. SUPPORTIVE SERVICES	Title VII and Tax Levy	Guidance counselors (3) Grade advisors (3) NYS Employment Svce. (1) College Advisor (1)
C. STAFF DEVELOPMENT	Title VII and Tax Levy	Title VII staff (2), colleges
D. PARENTAL AND COMMUNITY INVOLVEMENT	Tax Levy and Title VII	same as last year's
E. OTHER	EXXON Scholarship for Social Studies and Biology for the foreign born, NYC Bilingual Education Department Stipend, Title VII	bilingual faculty, Title VII staff

Please note, that although not included in the above chart, bilingual faculty has cooperated on items A, D, and E.

B. Curriculum and Materials - The project uses resources from many sources. From outside the school, it uses the New York City Board of Education ESL Dissemination Center, The Curriculum Materials Development Center, and the facilities of the Queensborough Community College. It also utilizes some of the materials developed at the Bilingual Project of Newtown High School and at Theodore Roosevelt High School. The resources of the parent organization are also used. From John Bowne High School, the project utilizes the Math Lab Center, the School Library, and the Bilingual Office Resource Library. Besides these, the project has developed curricula and materials over the years. Chart VII itemizes the curricula completed during the year 1979-80.

Chart VII
Curriculum and Materials Development

Content Area	Curriculum or Materials Developed	In classroom use?
Spanish Language Arts	Curriculum- see Addenda 2-3	Yes
Commercial Spanish Language Arts	Curriculum - see Addendum 4	Yes
Social Studies	Curriculum - See Addendum 5	Yes
Math	Curriculum - see Addendum 6	Yes
	Curriculum- Bilingual Business Math - adapted from the mainstream curriculum	Yes

The development of these curricula was started in 1978 and completed this current year. The curriculum for Essentials of Math has not yet been completed, but plans have been made for its completion during the 1980-81 school year.

Supplementing these curricula, the project develops and uses teacher-made materials and commercial textbooks. Addendum 1 itemizes the commercial textbooks used in Science, Math, Social Studies, and Business Education. All these are bilingual courses. The ESL sequence uses the Robert Lado series as textbooks.

In an interview, Mr. Louis Cohen, the assistant director of the project, indicated that as materials suited for the project's student population were difficult to find, one of the goals for the current year has been to adapt pieces of Spanish literature to the needs of the Spanish Language Arts Curriculum. The objectives of these adaptations are to develop Spanish reading comprehension, oral skills, and writing skills. Exercises for comprehension, vocabulary, orthography, and group discussion activities have been developed around the following books. All except the first are collections of Spanish literary pieces.

1) El Baile (a play) by Edgar Neville
2) Imaginación y Fantasía by A. Yates and John B. Talbot (Holt, Rinehart and Winston, 1960)
3) Galería Hispánica by Robert Lado et al. (McGraw Hill Book Co., 1965)
4) Cuentos Corrientes by Louis Cabal (Odyssey Publications)

Ms. Carmen A. Wojnarowski was also interviewed. Ms. Wojnarowski, who is also Bilingual Coordinator for the New York City Biology Teachers Association, has produced during the current year a Regents Biology Curriculum with emphasis on vocabulary. The curriculum has been divided into three sections. The first section, developed around the concept of acquisition of knowledge, presents scientific vocabulary and concepts in the area of biology, defines them, and linguistically contracts them in English and Spanish. The second section of the curriculum helps the students develop the concepts acquired. It presents exercises designed to motivate the student to use the concepts and vocabulary within the limits of the science. The third section applies the concepts within the framework of the science and/or the everday life experience of the student.

Another teacher interviewed was Mr. Francisco Salgado, a bilingual math teacher. When Mr. Salgado entered the project, he found that each of his classes had students with different levels of achievement. After some consideration, he dealt with the problem by individualizing instruction. To achieve this individualization, he, with the help of the Chairperson of the Math Department and the project's office, developed a curriculum guide parallel to the Title I curricula. This curriculum is an approach to individualized instruction in basic computational skills. The guide follows the following pattern:

1) At the beginning of the semester, a pre-test is administered to find out the grade equivalent of each student's achievement level.

2) The test also serves as a diagnostic tool indicating the areas in which the student needs help. The test is constructed so that each question is geared to a specific area in the subject matter. All areas up to the high school level are included on the test.

3) Each area of the subject matter is assigned a series of exercises in the textbook and/or in teacher-made materials. The student is assigned a plan of work after an analysis of the results of the diagnostic instrument.

4) The student follows his/her plan of work, individually consulting with the teacher as he/she progresses.

5) Periodically, tests are administered to assess the student's progress.

6) A post-test is given at the end of the semester to determine the gains made by the student.

The curriculum guide has certain positive characteristics. The instruction is individualized, and students receive direct input and reinforcement from the teacher. Each student progresses at his or her own pace, and the curriculum fulfills the math requirements for graduation. If it is determined that the student can develop additional computational skills, the student is helped to do so. The curriculum is being presently studied by the New York City Board of Education for possible publication to be used on a city-wide basis.

Unfortunately, the math classes are large, and the teacher would like to have an educational assistant in the classroom to help him with the assigned tasks.

Addenda 2-6 present curricular samples developed by the project. Addendum 2 is the Spanish Language Arts Curriculum for Cycles C and D, Addendum 3 the Spanish Language Arts Workshops, Addendum 4 the curriculum for Business Themes in Spanish Language Arts, Addendum 5 the curricular guide for a unit in the Social Sciences curriculum, and Addendum 6, the Essentials for Math curriculum.

C. Supportive Services - The provision of supportive services to the student population is a main objective of the project. The project has no personnel to make home visits, but contacts with the homes are made by mail and through telephone calls. An average of about three to five telephone calls to the homes of the students are made daily by the project. Chart VIII presents the supportive services provided by the project during the current year.

Chart VIII

Supportive Services

SERVICE		Students Served: Number	How Selected?	Number of Personnel Providing Services: Teachers	Paras	Others
Career Education/Vocational Career Counseling		70	11, 12 grades	2	0	0
Individual/Group Guidance						
	Guidance Counselor	277	9-12 grades	3	0	0
	Grade Advisor	277	9-12 grades	3	0	0
	College Advisor	50	12 grade	1	0	0
	Project Director	277	9-12 grades	2	2	1 (Secretary)
Telephone Contacts		impossible to keep accounting of this, 2-5 calls daily				
Other	Home letters	277				
	Translations	277				
	Parents Meetings	282				

Besides the activities listed above, the project invited bilingual businessmen to speak to the students of the Career Education Component. Representatives from different colleges came to explain to 11th and 12th graders the offerings of their institutions and to help fill out college admission forms by interested students; former project students now attending college related their educational experiences while in the project and now in college. Furthermore, representatives of the Armed Forces visited the project. Addendum 7 lists visits made by representatives of institutions to the project during the fall of 1979. Moreover, the project sends notices to the parents informing them of special meetings and activities. Project publications are also sent to inform parents of the project activities, of school and community celebrations, and about the project's goals and development. Addendum 8 details the project activities plans for the spring of 1980. All these activities were carried out.

D. Staff Characteristics - The education and experience of the staff in any educational project could be indicative of the quality of the pedagogical enterprise. Chart IX details the educational background of the project's Title VII staff.

E. Staff Development - The project attempts to continually upgrade the educational background of its staff. Chart X itemizes the training the staff received during the year 1979-80.

Chart IX

Title VII Staff Characteristics

Number of Personnel	Position	EDUCATION: Degrees? Certification?	EXPERIENCE Monolingual	EXPERIENCE Bilingual	Other Previous Relevant Training?**
Professionals					
Fischoff	Project Director	Professional Diploma in Administration - yes MS in Guidance - yes MA in Spanish - yes MA in History - yes		all	Teacher of Spanish, History, bilingual grade advisor, bilingual coordinator
Cohen	Assistant Project Director	MA in Linguistics - yes Professional Diploma in Administration - yes		all	UFT Chapter Chairperson, teacher of Spanish, grade advisor, Foreign Language Chairperson (2 months), in charge of grade advisors (1 year)
Non-Professionals					
Arias	Educational Assistant	AA in Bilingual Education (97 credits)		all	Business experience
Cano	Educational Assistant	AA in Bilingual Education (136 credits)		all	Business experience
Savinon	Secretary	Bilingual Education (36 credits)		all	Business experience

Chart X

Staff Development

STRATEGY		GOAL	Number of Participants Teachers and Paras	Frequency of Occurrence	DESCRIPTION
UNIVERSITY COURSES:	Teachers	Bilingual Educ.	1	3 courses (9 cred.)	Philosophy, Reading, Puerto Rican Histor
		MS in Bil. Educ.	1	2 courses (6 cred.)	Teaching of Reading, Hispanic Culture
		Bilingual Educ.	1	1 course (3 cred.)	Teaching Bilingual Reading
	Paras	BA in Math	1	per term	Career Education Training Program
		BA in Accounting	1	per term	Career Education Training Program
WORKSHOPS:	Teachers	Span. Lang. Arts	1	3	Teaching Span. Lang. Arts to Children
		Hygiene	1	1	Hygiene for Foreign Born Students
		Commercial Span.	1	2	
MEETINGS:	Teachers	Goals - 1979-80	6	1	OEE findings, Goals of the Program
		Evaluation	1	1	OEE
		Fall	1-2	bimonthly meetings	Curriculum development, Program-implementation
		Title VII staff	5	weekly meetings	Program implementation
SYMPOSIA/ CONFERENCES:		Fordham University	1	1	Reading workshop given by Project Direc
		Title VII Management Institute	1	1	Training on administration
		State Ass. for Bil. Educators	1	1	Workshop given by Project Director
		Hispanic Parents Conference	13	1	Workshop given by Project Director abou project and publications

To supplement the above, once a month, the project gives in-service, special training to its resource teachers. These training meetings are geared to help the teachers individualize their pedagogical approach, help the teachers to understand cultural patterns evidenced in the classroom, help the teachers to use the materials produced by the project, and help the teachers to produce new materials to meet the specific needs of their particular classroom situations. Furthermore, on-going personal meetings are regularly held to discuss specific problems. This training is conducted by the project's director and/or the project's assistant director.

F. Parental and Community Involvement - The project has several mechanisms to involve the parents and the community in its activities. One of them is the Bilingual Advisory Council. The Council is composed of 10 volunteer parents and 15 volunteer students who meet several times during the year. It makes recommendations to the project, involves itself in their implementation, and assists in the development of extra-curricular activities. Other mechanisms developed during the current year were four Bilingual Parents' General Conferences, Fall and Spring Open School Nights, the Latin Disco Dance, The Spring Community Fair, The Hispanic Talent Night, and The Hispanic City-Wide Parents Conference. Addendum 9 presents samples of the advertisements distributed to the school, the parents and the community for these events. Besides these, the project has a number of channels of information open to the school, the parents and the community. These include the three project publications: Universal, Cuentos de mi Pueblo, and Noticiero. Addenda 10, 11, and 12 respectively

are samples of these publications. Other channels of information are the Bilingual Bulletin Board, general notices to the faculty of the school dealing with information about bilingual education (scholarships, courses, conferences, etc.), reproduction of materials dealing with bilingual education and ESL, translations into Spanish, mimeographing of school notices, and the mailing of information about the school, the project, and the extra-curricular activities. Of all these, the most successful have been the extra-curricular activities and the publication, Cuentos de mi Pueblo (Stories about my Hometown). A channel of information which the project would like to develop is the offering of parent education courses. Lack of a budget stipend for this purpose has prevented the development of this idea.

Parent and community involvement in the project has been successful as measured by the attendance at the project meetings and the project activities, the number of telephone contacts made to the project, the contributions to the Fair and to Cuentos de mi Pueblo, and the letters of support received by the project. There are some factors which prevent more parent participation in the project activities. The two main factors are 1) the fact that in most of the project families both parents work, and 2) the fact that most students have to pay a two-fare transportation to the school.

G. Affective Domain - There are indicators that point to the success of the project. Student attendance is over 10% higher than the rest of the school. There is no vandalism on the part of the project's students. Project students have earned the following honors during the current year: one UFT Scholarship Award, one AATSP Medal for

poetry recital, one admission to the High School Executive Internship Program, and 34 school senior awards. Other indicators are the small number of suspensions in the project (only 4 this year) and the small percentage of drop-outs, a little over three percent (3.2%, or 9 out of 277 students). In 1979-80, 47 of the project's 12th graders graduated. This represents 84% of the total 12th grade population of the project.

Interviews with the bilingual faculty have elicited very positive comments indicating that the project "office has given the faculty strength to develop and function," that "the bilingual teachers devote so much time to extra duties because the (project's) office is supportive of the faculty and the students," that "the (project's) office has given the students emotional strength to survive the shock of cultural transition and the home problems associated with this transition in the school and community," and that "the present program has changed positively the (school's) attitude toward bilingualism." All the faculty interviewed expressed the desire that, as one faculty member put it, "the office be kept running."

Interviews with students indicated that the students are very proud of their classroom achievements, both in language and in content subject matter, proud of the opportunity the project gives them to share their cultural patterns with others, proud of being bilingual, and proud of the extra-curricular activities they have been engaged in. There is a sense of gratefulness to the project, and, specially, the project director. Some 12th graders expressed sadness at the prospect of leaving the project, but all expressed anticipation for what lay ahead.

The Acting Principal of the school was interviewed. He stated that the school has always supported the concept of bilingual education, bilingualism being defined as the development of students' skills "using and developing the English language and the student's native language." He indicated his complete support of the present project and spoke highly of its curricular achievements, the dedication of the staff, and the project director's "combination of diligence, intelligence, and skill in interpersonal relations." He further stated that from the standpoint of the students, one of the strengths of the project is the "wholesome feeling of student development while they are in the program, as reflected in their work habits, their attendance, and accomplishments." In the future, he stated that he would like to see more allocations for proposal development and design, for the ESL component in terms of curriculum development, allotments for textbooks, for staff training, for more paraprofessionals, and for family assistants. He expressed the concern that the area which the project has to develop more fully is parental involvement. The principal is aware that next year is the project's last year of funding. He stated that he plans to continue with the project as "it is, to the fullest extent possible through tax levy funds." He indicated that there were some areas where the possibility of additional tax levy funds could be procured for the project. He indicated that he is exploring these.

VI. ASSESSMENT PROCEDURES AND FINDINGS

The following sections present the assessment instruments and procedures, and the results of the testing.

A. Evaluation Objectives - The evaluation objectives include the following:

1) As a result of participation in the program, students will show improvement in English language skills.

2) As a result of participation in the program, students will demonstrate significant growth in basic Spanish language skills.

3) As a result of participation in the program, students will attain a high degree of passing in content area courses.

4) As a result of participation in the program, students' attitudes toward school will be maintained at a high level.

B. Assessment Procedures and Instruments

Students were assessed in English language development, growth in their mastery of their native language, mathematics, social studies and science. The following are the areas assessed and the instruments used:

English as a Second Language	-- Criterion Referenced English Syntax Test (CREST)Levels I, II, III
Reading in Spanish	-- CIA Prueba de Lectura (Total Score), Levels IV, V
Mathematics Performance	-- Teacher-made Tests
Science Performance	-- Teacher-made Tests
Social Studies Performance	-- Teacher-made Tests
Native Language Arts Performance	-- Teacher-made Tests
Spanish Typing	-- Teacher-made Teats

Secretarial Studies	-- Teacher-made Tests
Attendance	-- School and Program Records

The following analyses were performed:

A) On pre/post standardized tests of Native Language reading statistical and educational significance are reported:

1) Statistical Significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

2) Educational Significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.[1]

An effect size for the correlated t-test model is an estimate of of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical

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[1] Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large ES

B) On the Criterion Referenced English Syntax Test (CREST) information is provided on the number of objectives mastered and the number of objectives mastered per month of treatment. Information is also provided on student performance on the various test levels.

Performance breakdowns are reported in two ways. First, a grade and test level breakdown is reported for students who were pre- and post-tested with the same test level; in addition, a grade and test level breakdown is reported for students who mastered all of the objectives on one test level and continued to show growth on higher test levels. Second, results for the combined sample are reported for the average number of objectives mastered at pre- and post-testings, the difference between pre- and post-testing objectives mastered, and the average number of objectives mastered per month of treatment.

C) The results of the criterion referenced tests in mathematics, social studies, science, native language arts, spanish typing and secretarial studies are reported in terms of the number and percent of students achieving the criterion levels set for the participants (65% passing).

D) Information is provided on the attendance rate of students participating in the bilingual program, compared with that of the total school population.

The following pages present student achievement in tabular form.

TABLE I

English as a Second Language

Total Year

Results of the Criterion Referenced English Syntax Test (CREST) Reporting the Number of Objectives Mastered, at Pre- and Post-Testing Times, Total Number of Objectives Mastered and Objectives Mastered per Month of Treatment.

(Total Sample)

Grade	# of Students	Average # of Objectives Mastered at Pre-Test	Average # of Objectives Mastered at Post-Test	Total Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	54	7.6	18.5	10.9	9.7	1.1
10	59	8.4	16.9	8.4	9.1	.9
11	42	9.3	15.9	6.6	8.9	.7
12	26	9.2	15.4	6.2	8.8	.7
Totals	181	8.5	16.9	8.4	9.2	.9

* Post-Test Score Minus Pre-Test Score.

Table I reports CREST results for all program students regardless of the test level they functioned on. The total sample of 181 students mastered 8.5 objectives on the average at pre-test, and 16.9 at post-test. Thus, the average total objectives mastered between pre- and post-testing was 8.4. For the average time students received instructional treatment (9.2 months), an average of approximately 1.0 objective was mastered per month of treatment. The average number of objectives actually mastered between pre- and post-testing for every month of treatment ranged from .7 (grades 11, 12) to 1.1 (grade 9). While students in the upper grade levels (11 and 12) mastered fewer objectives, it is evident that they entered the program with a slightly greater knowledge of English than students in lower grades.

TABLE II

English as a Second Language

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.
(Students Pre- and Post-Tested with Same Test Level)

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Mastered at Pre-Test	Mastered at Post-Test	Difference (Post-Pre)	Mastered at Pre-Test	Mastered at Post-Test	Difference (Post-Pre)	Mastered at Pre-Test	Mastered at Post-Test	Difference (Post-Pre)
9	39	62	179	117	89	137	48	95	112	17
10	48	60	106	46	164	272	108	179	216	37
11	36	5	8	3	59	113	54	259	298	39
12	21	--	--	--	11	29	18	166	185	19
Totals	144	127	293	166	323	551	228	699	811	112

Table II reports total year CREST results for students who functioned on the same test level at pre- and post-testings. The total group(N=144) mastered 166 objectives on level I, 228 objectives on level II, and 112 objectives on level III. It is evident that lower grade level students tended to master more objectives at the lower test levels and upper grade level students functioned primarily at the upper levels of the CREST.

TABLE III

English as a Second Language

Performance of Students Tested On More Than One Test Level
On The Criterion Referenced English Syntax Test (CREST)

Grade	Students Advancing from Level I to Level II			Students Advancing from Level I to Level III			Students Advancing from Level II to Level III		
	# of Students	Avg. # Objectives Mastered (Pre-Test Level I)	Avg. Total Objectives Mastered	# of Students	Avg. # Objectives Mastered (Pre-Test Level I)	Avg. Total Objectives Mastered	# of Students	Avg. # Objectives Mastered (Pre-Test Level II)	Avg. Total Objectives Mastered
9	11	9.5	23.6	1	9.0	53.0	3	16.3	22.1
10	8	7.5	30.4				3	11.3	22.3
11	3	12.0	26.0				3	10.3	22.3
12	1	9.0	37.0				4	13.3	22.0
Totals	23	9.1	28.2	1	9.0	53.0	13	12.8	22.2

Table III reports the total year performance of students who advanced one or two test levels of the CREST. Twenty-three students mastered 9.1 objectives on Level I at pre-test. They mastered (gained) 28.2 objectives (excluding the pre-test objectives mastered) during the total year between pre- and post-testing. Thus, for the 25 objectives that comprise Level I, students knew on the average approximately 36% of the Level I objectives (i.e. 9.1/25= .36). At post-testing the average student had mastered all 25 Level I objectives, and was functioning on Level II. One

TABLE III (CONTINUED)

student gained a total of 53 objectives. This implies complete mastery of Levels I and II and 13 of the 15 Level III objectives. Such growth is very rare and unusual. Thirteen students were functioning on Level II at pre-test where an average of 12.8 objectives were mastered. These students mastered an average of 22.2 objectives during the total school year.

While the sample sizes involved are generally small, the progress of these students is quite unusual, signifying large gains in mastery of the English language.

TABLE IV

NATIVE LANGUAGE READING ACHIEVEMENT

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Native Language Reading Achievement of Students with Full Instructional Treatment on the CIA- Prueba de Lectura (Total Score), Levels IV and V.

			Pre-Test		Post-Test						
Grade	Test Level	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre-Post	t	p	ES
9	IV	65	95.4	15.0	105.3	12.3	9.9	.67	7.06	.001	.88
10	IV	56	104.7	9.8	111.1	5.9	6.4	.12	4.45	.001	.59
11	V	46	70.7	11.2	83.1	11.5	12.4	.65	8.75	.001	1.29
12	V	33	70.1	13.5	88.3	15.4	18.2	.38	6.47	.001	1.13

Table IV presents achievement data for students on the CIA- Prueba de Lectura (Levels IV and V). Students in grade 9 (Level IV) showed score gains of 10 raw score points. This gain was statistically significant but the data indicate the presence of a ceiling effect which masked student achievement due to lowered precision of measurement. Students in grade 10 (Level IV) showed a gain of six raw score points. Again this gain was statistically significant but a ceiling effect is also present for these data.

Students in grades 11 and 12 (Level V) showed score gains of 12 and 18 raw score points, respectively. Both gains were statistically significant beyond the .001 level. These gains were judged

to be of large educational significance.

The low pre/post correlation for 12th graders (r= .38) suggests some unstability in the function tested, possibly due to a regression effect.

Ceiling effects evident at grades 9 and 10 for Level IV indicate that the test level is too easy for students. It is recommended that the next higher test level be used for students who are similar to those tested with Level IV.

TABLE V

Mathematics Achievement

Number and Percent of Students Passing Teacher- Made Examinations in Mathematics

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	73	51	70%	79	50	63%
10	79	54	68%	86	62	72%
11	55	35	64%	54	36	67%
12	32	22	69%	23	21	91%

In the Fall term, the percentage of students passing teacher-made examinations in Mathematics ranged from 64% in grade 11 to 70% in grade 9. In Spring, the percent mastering the curriculum ranged from 63% in grade 9 to 91% in grade 12. Overall, the stated evaluation objective for Mathematics was met and substantially surpassed in grades 9, 10 and 12 during the Fall and in grades 10, 11 and 12 during the Spring.

TABLE VI

Science Achievement

Number and Percent of Students Passing Teacher- Made Examinations in Science

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	68	52	77%	73	55	75%
10	79	60	76%	75	57	76%
11	27	21	78%	22	14	64%
12	12	10	83%	7	6	86%

In the Fall term, the percentage of students passing teacher-made examinations in Science ranged from 76% in grade 10 to 83% in grade 12. In Spring, the percent mastering the curriculum ranged from 64% in grade 11 to 86% in grade 12. Overall, the stated evaluation objective for Science was met and substantially surpassed in all grades, except for the 11th grade in the Spring term.

TABLE VII

Social Studies Achievement

Number and Percent of Students Passing Teacher- Made Examinations in Social Studies

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	14	10	71%	52	36	69%
10	65	42	65%	75	47	63%
11	46	36	78%	48	36	75%
12	42	31	74%	19	15	79%

In the Fall term, the percentage of students passing teacher-made examinations in Social Studies ranged from 65% in grade 10 to 78% in grade 11. In Spring, the percent mastering the curriculum ranged from 63% in grade 10 to 79% in grade 12. Overall, the stated evaluation objective for Social Studies was met and substantially surpassed in all grades except for grade 10 in the Spring term.

TABLE VIII

Native Language Arts Achievement

Number and Percent of Students Passing Teacher- Made Examinations in Native Language Arts

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	63	58	85%	67	38	57%
10	80	70	88%	77	43	56%
11	51	50	98%	39	31	80%
12	39	36	92%	26	25	96%

In the Fall term, the percentage of students passing teacher-made examinations in Native Language Arts ranged from 85% in grade 9 to 98% in grade 11. In Spring, the percent mastering the curriculum ranged from 56% in grade 10 to 96% in grade 12. Overall, the stated evaluation objective for Native Language Arts was met and substantially surpassed in all grades except for 9th and 10th grades in the Spring term.

TABLE IX

Spanish Typing

Number and Percent of Students Passing Teacher-Made Examinations in Spanish Typing

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	3	2	67%	30	23	77%
10	3	1	33%	11	11	100%
11	2	2	100%	14	13	93%
12	8	8	100%	9	6	67%

In the Fall term, the percentage of students passing teacher-made examinations in Spanish Typing ranged from 33% in grade 10 to 100% in grades 11 and 12. In Spring, the percent mastering the curriculum ranged from 67% in grade 12 to 100% in grade 10. Overall, the stated evaluation objective for Spanish Typing was met and substantially surpassed in all grades except in grade 10 in the Fall term.

TABLE X

Secretarial Studies

Number and Percent of Students Passing Teacher- Made Examinations in Secretarial Studies

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	10	10	100%	11	10	91%
10	5	4	80%	4	4	100%
11	10	10	100%	10	9	90%
12	4	2	50%	--	--	--

In the Fall term the percentage of students passing teacher-made examinations in Secretarial Studies ranged from 50% in grade 12 to 100% in grades 9 and 11. In Spring, the percent mastering the curriculum ranged from 90% in grade 11 to 100% in grade 10. There were no scores reported for twelfth grade students in the Spring term. Overall, the stated evaluation objective for Secretarial Studies was met and substantially surpassed in all grades except in grade 12 in the Fall term.

TABLE XI

Attendance Rates

Number and Percent of Students Surpassing the General School Attendance Rate, Reporting the Program Attendance Rate and Standard Deviation.

Grade	Number of Students	Average Attendance	Standard Deviation	Number Surpassing Rate	% Exceeding School Rate
9	82	91.3	7.6	71	87%
10	91	90.9	7.4	75	82%
11	63	91.4	7.1	57	90%
12	43	91.6	7.8	40	93%

The average attendance for Spanish speaking students ranged from 91% in grades 9, 10 and 11 to 92% in grade 12. The percentage of Spanish speaking students exceeding the general school attendance rate ranged from 82% in grade 10 to 93% in grade 12. Thus, the stated evaluation objective for attendance was met and substantially surpassed. Student attitude toward school was very high as measured by attendance data.

VII. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions - The two visits made by the evaluator evidenced a program that is outstanding for the following reasons:

1) The efficient use of time and personnel.
2) The development of diversified curricular strategies to meet the students' needs.
3) Balanced use of materials prepared by the project, prepared by other projects, and offered by outside agencies.
4) The esteem it has fostered in the rest of the school's administration, faculty, and staff.
5) The scholastic and emotional growth it has helped to develop in its student body.

B. Recommendations

1) An intense search for funds to continue the present project past the fifth year of funding.
2) The inclusion of a bilingual counselor in the project staff to follow up mainstreamed students after they leave the project.
3) The hiring of educational assistants to help individualized instruction in the classrooms.
4) The provision of space for the development of the Bilingual Resource Library.
5) See the Acting Principal's recommendations, page 32.

VIII. Addenda

Addendum 1
Commercial Textbooks
Used In
Bilingual Courses

John Bowne High School
Dr. Bennett Parsteck,
Acting Principal

Title VII Bilingual Program
Gladys Fischoff, Title VII
Project Director

TEXTBOOK LISTING

DEPARTMENT: Mathematics

COURSE	TITLE	AUTHOR
9MA3L1	Clave Para El Algebra (Workbook)	Peter Rasmussen
	Algebra Elemental	A. Baldor
9MB/CBL8	Matemática Moderna	Ed. Fondo Educativo Inter-Americano
ME2BL2 ME2BL5 Math Lab-BL6	Repaso Matemático	Edward I. Stein
	Matemática de Silver Burdett,	Nar nja
	Matemática de Silver Burdett,	Azul
	Arithmetic Skills	Amsco School Publication

DEPARTMENT: Biology
Physical Science

COURSE	TITLE	AUTHOR
BiolRBL and 2RBL	Conceptos Fundamentales de Biología	Nelson, Robinson y Boolotian
	Concepts in Modern Biology (English)	Kraus
Ap.Bio 1 &2 BL	Introducción a las Ciencias Biologicas	J H Díaz Cubero
IPS1BL	Introducción a las Ciencias Físicas - 7°	Ira M. Freeman
	Físics Simplificada	
IPS2BL	Ciencias de la Naturaleza - 8°	
	Química Simplificada	Fred Fess

JOHN BOWNE HIGH SCHOOL
Dr. Bennett Parsteck,
Acting Principal

Title VII Bilingual Program
Gladys Fischoff, Title VII
Project Director

MARCH 1980

TEXTBOOK LISTING

DEPARTMENT: Business Education

COURSE	TITLE	AUTHOR
RCM BL1	Repaso Matemático	Stein, Edwin I.
Sten 2/3/4 BL3	Curso Moderno de Taquigrafía	Fearon-Pitman
	Writing and Transcription	Reich, Thompson & Scott
Typ. 1BL7	Pitman Shorthand Theory Recall Type. 300	Fearon-Pitman
Bus, Math. BL8	Matemática Vocacional para el Comercio	Martiska, Marie Rodriguez, Cristina
	Applied Business Math	Fairbanks, Schultheis, Piper

Bilingual Instructional Materials:

Math Dittoes - Milliken Publishing Co.

Fundamental Mathbook of Dittoes - Milliken Publishing Co.

Applied Math Workbook - Rexographed -Fairbanks, Schultheis, Piper

DEPARTMENT: Social Studies

COURSE	TITLE	AUTHOR
RS1BL	El Hombre y su Historia	
	El Viejo Mundo y Sus Pueblos	
	Las Américas y Sus Pueblos	
EcolBL	Economía Para Todos	
West Civ 2	Historia del Antiguo Continente	

Addendum 2

Spanish Language Arts Curriculum

Cycles C and D

JOHN BOWNE HIGH SCHOOL
Dr. Bennett Parsteck,
Acting Principal

SPANISH LANGUAGE ARTS (SLAR
COURSE OF STUDIES

Course Objectives for SLAR Classes

I. Learning goals:

A. Increased knowledge of the Spanish language in the following areas:
   1. Understanding of reading materials.
   2. Spelling and compostion.
   3. Knowledge of fundamentals of grammar:
      a. parts of speech
      b. sentence structure
   4. The spoken word: attention to proper and careful pronumciation.
   5. Variations in vocabulary usage and pronunciation in the Hispanic world.

B. Greater awareness of Spanish and Hispanic culture and its variations.

C. Introduction to Spanish and Hispanic literature.

D. Translation techniques (introduction).

II. Materials (Suggested):

1. AAMSCO 2 years } reading selections and grammar
2. Adams - Grammar } study and exercises
3. Cuentos Corrienter reading and translation
4. La Rana Viajera
5. Aventuras de Don Quijote
6. Supplementary materials: magazines, News, T.V. and radio
7. Other texts - to be selected by individual teachers to suit each class

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Course Outline for SLAR (II)

I. Aim: same as stated in outline at the onset of school year.

II. Materials:

A. In hands of students:

1. Los árboles mueren de pie
2. Nuevas Lecturas
3. 2 year Spanish Review Text

B. Used and supplied as needed:

1. Material from Conozca su Idioma
2. Spanish Series from National Textbook Co.
   Rompecabezas - Crucigramas
   Buscapalabras - Pasatiempos para Ampliar el Vocabulario
3. Newspaper and magazine articles
4. Films
5. Material specifically prepared and developed by Title VII personnel

III. Activities:

Reading, compostions, dictation, grammar exercises, dramatizations, games and any other activity deemed pertinent and necessary by the teacher.

The precise time allotment for each segment of course program will be established throughout the term by the teachers involved.

Addendum 3

Spanish Language Arts Workshops

Teacher Workshops-Fall 79

1. With Glenn Nadelbach (three sessions)
The major purpose was to outline various methods of preparing vocabulary and punctuation exercises. The sessions led to the preparing of several models and their implementation with the Spanish Language Arts classes.

2. With Maggie Zadek (three sessions)
The formation of a hygiene class composed largely of Consent Decree students led to the need to explore the appropriate levels of comprehension of English. There was an exploration of the particular needs of these students.

3. With Vincent Ruggiero (six sessions)
A unit in interpersonal relations was established. The class was divided into four T-Groups . Several theories and principles in group behavior were explored.

Workshops - Spring 1980

1. Tuesday, March 25 - V. Ruggiero and L. Cohen

Aim: To develop and organize a method of giving and receiving feedback.

Procedures: a) Students were broken down into four groups (8 students each).

b) Mr. Ruggiero and Mr. Cohen would act as facilitators in trying to establish a norm structure in which the the group goals could be accomplished.

(See attached: "Un modelo para analizar un grupo")

2. Friday, May 9 - V. Ruggiero and L. Cohen

Aim: To analize the progress of the group sessions.

(See attached: "Algunos criterios para dar feedback útil y beneficioso"

3. Monday, May 12 - G. Nadelbach and L. Cohen

Aim: To continue to develop ideas for skills in using the dictionary.

a) Spanish 3 Years, Amsco (Review text) pages 192-196 (1-50) "Miscellaneous Verbal Idioms". Students are to find a one-word synonym in the dictionary for each idiom.

b) Spanish 3 Years, page 337 "Vocabulary questions" (1-25).

Two year studies

Addendum 4
Sample Curriculum/Business Themes In
Spanish Language Arts: Four Terms

C S - 1 First Term	C S - 2 Second Term	C S - 3 Third Term	C S - 4 Fourth Term
he Job 1) Introduction to business 2) Finding the job	The Job (1) The Want Ad and Application Letter (2) Part-time vs. Full-Time (3) The Interview	The Job (1) Resume (2) Documentation (3)	The Job (1) Employee Problems (2) Employer Problems
ales and Buying 1) Responsibilities of all personnel involved 2) Money aspects in sales and buying	Sales and Buying (1) The Stock-Market: supply and demand	Sales and Buying (1) Marketing and Distribution	Sales and Buying (1) Organization management
oney and Banking 1) Banking: functions and services 2) The savings account 3) The demand-deposit account (checking account)	Money and Banking (1) The world of credit and banks The credit cards	Money and Banking (1) Different kinds of insurance	Money and Banking (1) Taxes

Spanish Curriculum

Two year studies: Four terms

C S - 1 First Term	C S - 2 Second Term	C S - 3 Third Term	C S - 4 Fourth Term
Consumerism (1) Overview: The role of the consumer (2) Consumer responsibility	Consumerism (1) The use of energy Career Education Test and evaluation of students' knowledge about careers and jobs. Orientation sessions by bilingual counselor from Queensborough Community College.	Consumerism (1) Consumer rights Career Education Orientation sessions by College, Armed Forces, and business representatives. (1) Exploring careers; an overview of different occupations	Consumerism (1) Help for the consumer Career Education Orientation sessions by College, Armed Forces, and business representatives. Information about college experience by former Title VII students. (1) Exploring careers; preparation and training.

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RESOURCE GUIDE: TWO YEAR COURSE OF STUDIES

Recommended Books

Principios de Comercio
Carmen I. Rodriguez de Roque
Margarita Páez de Abreu
Southwestern Publishing Co.

Prácticas Comerciales y Documentación
Ignacio Carrillo Zalce
Editorial Banca Y Comercio, S.A.

Manual de Gramática Comercial
John & Adelaide Lugo-Guernelli,
Luis León
Ediciones Partenon

Arriba La Organización
Robert Townsend
Ediciones Grijalbc, S.A.

Matemática Vocacional para el Comercio
Marie Martinka-Cristina Rodriguez
Southwestern Publishing Co.

****
* COMMERCIAL SPANISH LANGUAGE ARTS CURRICULUM *
* FORMAT FOR EACH UNIT AND SUB-THEME *
****

1. Suregencias de lectura del libro
2. Objetivos
3. Orientaciones. Contenido
4. Motivación
5. Preparación
6. Actividades y suregencias
7. Vocabulario

GLADYS FISCHOFF
TITLE VII DIRECTOR
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Flushing, N.Y. 11367

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Flushing, New York 11367

Format for each unit and sub-theme (continued)

8. Ejercicios
   a. Ejercicio de comprensión de la unidad
   b. Ejercicio de vocabulario
   c. Ejercicio de comprensión de la lectura
   d. Ejercicio de escritura
   e. Ejercicio de composición
   f. Actividades de comunicación oral
   g. Actividades de investigación

9. Hoja de respuestas

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Addendum 5
Sample Curriculum/Western Civilization
Spring Unit: The Industrial Revolution

R E S U M E N D E S C R I P T I V O

D E L P R O Y E C T O

UNIDAD: LA REVOLUCIÓN INDUSTRIAL

PROPÓSITO:

Estudiar el concepto, la historia, el desarrollo, y el impacto de la Revolución Industrial haciendo uso de la enseñanza individualizada, Para el desarrollo de este tema, los estudiantes recibirán módulos instruccionales que incluirán lecturas y actividades específicas relacionadas a los subtemas de la unidad. El objecto principal de esta unidad es el desarrollar conceptos relativos a las ciencias sociales a la misma vez que se enfatizan destrezas de comunicación oral, de lectura oral y silenciosa y de escritura.

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LA REVOLUCIÓN INDUSTRIAL

Días Sugeridos	Tópicos para Discusión	Areas Enfatizada	Destrezas Específicas
1	El concepto de la Revolución Industrial. Tópico #1	Lectura	1. identificar la idea central (en lectura y dibujos) 2. identificar detalles específicos 3. establecer relación entre causa y efecto 4. definir conceptos
2.	Trasfondo histórico y (Tópico #2)	Comunicación Oral y Escritura	1. captar las ideas principales de una grabación 2. localizar detalles específicos de un mapa 3. identificar causa y efecto 4. resumir por escrito las ideas de la grabación 5. identificar detalles específicos de una grabación
2.	Cómo la Revolución Industrial ha afectado al mundo: imigración y mobilización (Tópico #3)	Lectura y Escritura	1. organizar ideas por escrito 2. comparar y contrastar información 3. leer el contenido de una gráfica 4. inferir
1.	La importancia de los inventos (Tópico #4)	Lectura y Escritura	1. redactar preguntas oralmente 2. resumir el informe oral 3. usar vocabulario preciso al debatir sobre un tema 4. enumerar las ideas principales de un debate 5. identificar las temas principales de una lectura 6. localizar las ideas principales de una lectura
2.	Cómo la Revolución Industrial ha afectado al mundo: el tratamiento del obrero (Tópico #5)	Comunicacion Oral y Lectura	1. identificar las ideas principales de la lectura 2. llegar a conclusiones 3. comparar y contrastar hechos de opiniones 4. redactar preguntas orales 5. resumir oralmente
2. Total:	Cómo la Revolución Industrial ha afectado las Instituciones Sociales (Tópico #6) 10 días	Comunicación Oral y Lectura y Escritura	1. identificar la idea central 2. identificar detalles específicas 3. trabajar en grupo 4. llegar a conclusiones 5. informar oralmente 6. resumir oral y por escrito 7. identificar causa y efecto 8. organizar cronológicamente 9. hablar con pronunciación y entonación adecuada

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Addendum 6
Sample Curriculum/
Essentials of Mathematics

Curriculum adoptados
Mary Gahr and Francisco Salgado

HOJA DE ASIGNACIONES Nº 1

NOMBRE: _____ CLASE OFICIAL: _____

OBJETIVOS	ASIGNACIONES
1. Valor del lugar	(Asg.1) MSBN P.6 E1-5 (Asg.2) RM P.19,20 c.1 1,3,5 (Asg. 3) RM P.23 Ex.Diag.: MSBN P.17, 1:1 E.1-14
2. Leer y escribir números	(Asg.1) MSBN P.8 E 1,2,3 (Asg.2) MSBN P.8 E 4,5,6
3. Suma elemental	(Asg.1) RM P. 25 E 3,3,7 (Asg.2) RM P. 25 E 5,10
4. Suma sencilla- dos sumandos.	(Asg.1) RM P. 26 c.1 1; P.27 c.1 5 (Asg.2) RM P.26 c.1 2; P. 27 c.1 7
5. Números de 2 o mas cifras	(Asg.1) RM P.27 c.1 9,11; P.28 c.1 15,19 (Asg.2) RM P.27 c.1 13; P.28 c.1 17 (Asg.3) Crucigrama 7-12
6. Sumas mas difíciles	(Asg.1) RM P.29 c.1 21; P.31 c.1 25 (Asg.2) RM P.29 c.1 23b; P.32 E 1-5
7: Sumandos horizontales	(Asg.1) RM P.30 c.1 24a,2,4,8,10; P.31 E1 (Asg.2) RM P.30 c.1 24a,1,3,5; P.31 E3 (Asg.3) Crucigrama 8-1
Examen Nº1: SUMA	
8. Resta elemental	(Asg.1) RM P.36 E1,5,9; P.37 c.1 1 (Asg.2) RM P.36 E3,7; P.37 c.1 3
9. Resta sencilla, prestando	(Asg.1) RM P.38 c.1 9 (Asg.2) RM P.38 c.1 11
10. Restas mas difíciles	(Asg.1) RM P.38 c.1 17; P.39 c.1 25 (Asg.2) RM P.38 c.1 19; P.39 c.1 27 (Asg.) Crucigrama 7-3
11. Resta horizontal	(Asg.1) RM P.40 c.1 30a 1-7, c.1 31 1-3 (Asg.2) RM P.40 c.1 30b 1-5, c.1 31 4-7
12. Números con cero	(Asg.1) RM P.38 c.1 7 (Asg.2) RM P.38 c.1 12 (Asg.3) Crucigrama 8-2
Examen Nº2: RESTA	
13. Multiplicacion elemental	(Asg.1) RM P.44 1,3,5 (Asg.2) RM P:45 E7,9
14. Multiplicador de una cifra	(Asg.1) RM P.45 c.1 1; P.46 c.1 5,13 (Asg.2) RM P.45 E3; P.46 c.1 7,17
15. Multiplicacion horizontal	(Asg.1) RM P.45 c.1 18: 1,5,9; P.47 c.1 19: 1,5 (Asg.2) RM P.46 c.1 18: 3,7; P.47 c.1 19: 3,7
16. Multiplicador de dos cifras	(Asg.1) RM P.47 c.1 1; P.48 c.1 13 (Asg.2) RM P.48 c.1 [illegible].15 (Asg.) Crucigrama 7-8
17. Ceros en el multiplicando	(Asg.1) RM P.48 c.1 4 (Asg.2) RM P.49 c.1 9
18. Multiplicador de 2 o 3 cifras	(Asg.1) MSBN P.53 E 1,7,13,19; P.55 E12,17 (Asg.2) MSBN P.53 E2,8,14,20; P.55 E13,15
19. Ceros en el multiplicador	(Asg.1) MSBN P.55 E15,22 (Asg.2) MSBN P.55 E23,25 (Asg.3) Crucigrama 8-3
Examen Nº3: MULTIPLICACION	
20. Division elemental	(Asg.1) RM P.54 E 1,3,5 (Asg.2) RM P.54 E 7,9
21. Divisor de 1 cifra sin resto	(Asg.1) MSBN P.61 E 1,3,5,7,9, parte a (Asg.2) MSBN P.61 E2,4,6,8,10 parte a

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Curr. Dev. Mary Gabor Asst. Francisco Salgado

HOJA DE ASIGNACIONES Nº 2

NOMBRE: _____ CLASE OFICIAL: _____

OBJETIVOS	ASIGNACIONES
22. Divisor de una cifra con resto	(Asg.1) MSBN P.60 E 1-4 (Asg.2) MSBN P.60 E 15-28
23. Divisor de 2 cifras sin resto	(Asg.1) RM P.57 c.3 (Asg.2) RM P.57 c.2
24. Divisor de 2 cifras con resto	(Asg.1) MSBN P.62 E 1-10; P.64 E 1-10 (Asg.2) MSBN P.63 E 1-10; P.65 E 1-10 (Asg.3) Crucigrama 7-9
25. Números que terminan en cero	(Asg.1) MSBN P.61 E 1,3,5,7,9 parte b (Asg.2) MSBN P.61 E2,4,6,8,10 parte c
26. Ceros en el cociente	(Asg.1) MSBN P.67 E 1,3,5,7,9 (Asg.2) MSBN P.67 E2,4,6,8,10
27. Divisor de 3 cifras	(Asg.1) MSBN P.69 E 1,3,5,7,9 (Asg.2) MSBNP.69 E2,4,6,8,10 (Asg.3) Crucigrama 8-4
Examen Nº4: DIVISION	
28. Fracciones, lectura	(Asg.1) MSBN P.109 a-d; P.110 a-h (Asg.2) MSBN P.110 E 2 (Asg.3) MSBN P.112 E 1,3 (Asg.4) MSBN P.112 E 2,4
29. Fracciones equivalentes comparación	(Asg.1) MSBN P.114 E 1-4; P.115 E2a,3a,4a (Asg.2) MSBN P.115 E2b,3b,5,7 (Asg.3) MSBN P.116 E 1-8 (Asg.4) MSBN P.116 E 9-18
30. Reducción de fracciones	(Asg.1) MSBN P.118 E 1-7 (Asg.2) MSBN P.118 E 8-15
31. Fracciones impropias a números mixtos	(Asg.1) MSBN P.124 E 1-5 [illegible] (Asg.2) MSBN P.124 E6-14 R-E.1-7
32. Números mixtos a fracciones	(Asg.1) MSBN P.124 E 15-21; P.125 E 1 (Asg.2) MSBN P.124 E22-28; P.125 E2
Examen Nº6: ENTENDIENDO FRACCIONES	
33. Suma de fracciones semejantes	(Asg.1) MSBN P.119 E2; P.120 E 1-15 (Asg.2) MSBN P.119 E3; P.120 E 16-23 (Asg.3) Crucigrama 7-16
34. Resta de fracciones semejantes	(Asg.1) MSBN P.121 E 1-9 (Asg.2) MSBN P.121 E 10-18 (Asg.3) Crucigrama 7-17
EXAMEN Nº7: SUMA Y RESTA DE FRACCIONES SEMEJANTES	
35. M.C.M. y M.D.C.	(Asg.1) MSBN P.87 E 1-20 (Asg.2) MSBN P.88 E 1-20 (Asg.3) MSBN CRUCIGRAMA 8-14, CRUCIGRAMA 8-13
36. Suma de 2 fraciones no semejantes	(Asg.1) MSBN P.135 E 1-7 (Asg.2) RM P.102 c.5,7
37. Suma de 3 fracciones no semejantes	(Asg.1) MSBN P.135 E8-21 (Asg.2) RM P.102 c.9,25;5,6,7,8
38. Resta de fracciones no semejantes	(Asg.1) MSBN P.136 E 1-6 (Asg.2) MSBN P.136 E 7-12 (Asg.3) Crucigrama 7-18
Examen Nº8: SUMA Y RESTA DE FRACCIONES NO SEMEJANTES	
39. Suma de números mixtos y fracciones semejantes	(Asg.1) MSBN P.126 E 1-5; P.127 E 1-5 (Asg.2) MSBN P.126 E6-10.;P.127 E6-10
40. Suma de números mixtos y fraciones no semejantes	(Asg.1) MSBN P.137 E 1-5;p.137 E16-18 (Asg.2) MSBN P.137 E6-10; P.137 E 19-21
41. Suma de 3 números mixtos	(Asg.1) MSBN P.128 E 11-17 (Asg.2) MSBN P.128 E 18-25

[illegible] PROJECT
TITLE I DIRECTOR
CURRICULUM PROGRAM
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63-25 Main St.
Flushing, N. Y. 11367

Addendum 7

College, Armed Forces and

Business Orientation Program

[illegible]
[illegible]
[illegible]

[illegible]
Margo Eisenhoff
Title VII Project Director

[illegible]

COLLEGE, ARMED FORCES AND BUSINESS ORIENTATION PROGRAM

COMMERCIAL SPANISH 1

Date	Institution	Representative
November 14	Queensborough Community College	Reuben Torres Bilingual Counselor
November 16	Aspira	Wilfredo Adonis Health Careers Counselor
November 30	Air Force	Sgt. Jose Delgado
December 7	Navy	P.O. Angel De Leon
December 14th	La Guardia Community College	Dr. Juan Ibarra Foreign Language Chairman
December 16th	Hostos Community College	David Benamon Office of Admissions
1st week in January	Business Firm	arrangements in process

Approved:

[illegible]
Title VII Project Director

Approved:

[illegible]
Foreign Language Coordinator

Approved:

[illegible]
[illegible]

[illegible] High School
Mr. Laurence Murdock
Ludwig-Reinhardt

Title VII Program
Gladys Pinchoff
Title VII Project Director

FALL 1979

COLLEGE, ARMED FORCES AND BUSINESS ORIENTATION PROGRAM

TITLE VII

Commercial Spanish 3

Date	Institution	Representative
November 14th	CUNY	Norma Cardona
November 16th	Empire	Wilfredo Adamis Health Careers Counselor
November 30th	Air Force	Sgt. Jose Delgado
December 7th	City College	Alan Salal
December 14th	Columbia University	Representatives from Higher Education Opportunity Program
December 18th	Queens College	CUNY Campuses Offices of Admissions
1st week in January	Hunter's Point	Congregation in process

Approved: [signature]

Approved: [signature]

Approved: [signature]

Addendum 8

Activities Projections

Spring 1980

TITLE VII SPRING 1980 ACTIVITIES PROJECTIONS
(subject to revision or elimination)

I. Publications

A. Noticiero (Parents' Newsletter) February, March, April Issue
B. UNIVERSAL (Students' magazine) March - April publication
C. CUENTOS DE MI PUEBLO (collection of oral folklore) April - May publication

II. Parents' Meetings

A. Bilingual Parents Advisory Council - Wednesday, March 12
B. Bilingual Parents Advisory Council - Wednesday, April 30
C. Bilingual Parents Advisory Council - Friday, May 9
D. Bilingual Parents General Meetings - March 25th (Open School Night)
- March 26th (Open School Afternoon)
- May 9th - Hispanic Talent Night
E. Hispanic Parents City-Wide Conference: April/May/June 7th

III. Student Activities

A. Student Bilingual Advisory Board - Feb. 13, Feb.20, March 3, March 17, April 11, April 15, April 25, April 30, May 2, May 9
B. Student Trips:
March 14 - Museum of Natural History: El Dorado Exhibition
Hayden Planetarium (60 students)
April 2 - Radio City Music Hall
May 26 - Radio City Music Hall (10 students)
April/May- Hispanic Parents Conference - City-Wide (10 students)
May 16 - Queensboro Community College Career Conference Day (60 students)
May 21 - Statue of Liberty
C. Student Programs:
May 9 - Hispanic Talent Night
May 2 - JBHS International Fair

IV. Program Administration

A. Testing:
LAB - English and Spanish: January, February and March
Pruebas de Lectura: 21-23 May in SLAR and Commercial Spanish Language Arts Classes (pending approval)
CREST - (ESL classes) last week in May
Statistical Analysis: June

B. Evaluation: May/June: Attendance: Scholastic Achievement OPSCAN Forms

C. Curriculum

1. Implementation of the individualized instruction project on the Industrial Revolution: February
Project Revision: March
2. Commercial Spanish Language Arts Curriculum Resource Guide: February
Presentation to NYS Bilingual Ed. Dept.
3. Essentials of Math: Individualized Instruction Program Revision
4. SLAR Curriculum Development: Resource Teacher Assignment
5. Workshops on curriculum: SABE-G. Fischoff

D. Career/College/Business Orientation in the Commercial Spanish Language Arts Classes
1. Queensborough Community College:Bilingual Counselor:Commercial Spanish 4
2. Firm visitations to Commercial Spanish 2/4

E. Budget

Addendum 9
Announcements of
Program-Sponsored Events

NOCHE DE TALENTO HISPANO

VIERNES, 9 DE MAYO DE 1980 7:00 - 10:30 P.M.

JOHN BOWNE HIGH SCHOOL 63-25 MAIN STREET
FLUSHING, NY

AUDITORIO

PROGRAMA BILINGÜE

DR. BENNETT PARSTECK
Director de John Bowne High School

GLADYS FISCHOFF
Title VII Project Director

Programa Bilingüe

JOHN BOWNE HIGH SCHOOL

Concurso de Declamación

(SPANISH POETRY RECITAL CONTEST)

7 DE JUNIO DE 1978 7:30 - 10:00 PM

AUDITORIO

MIEMBROS DEL JURADO CALIFICADOR:

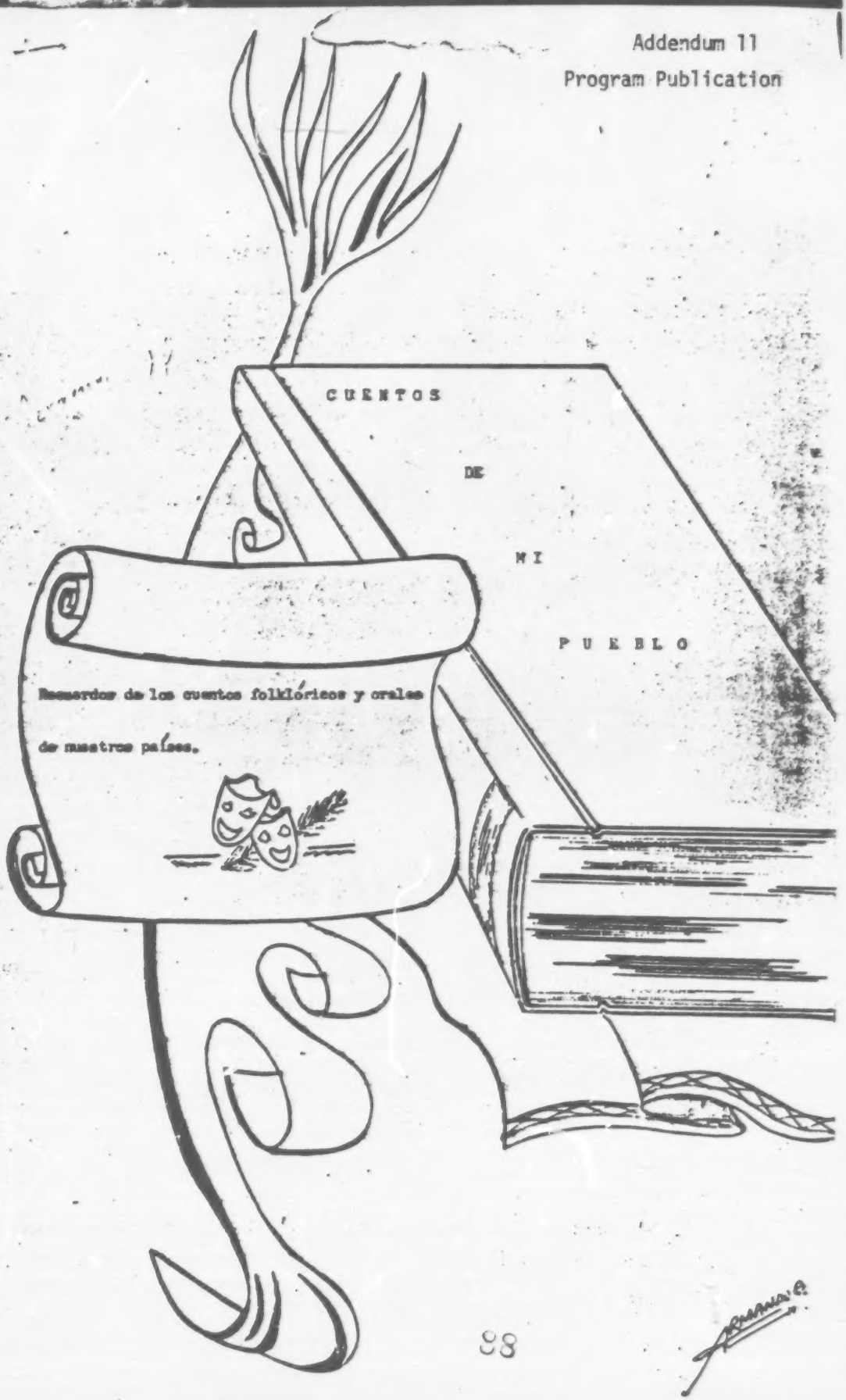
DELEGADOS DE:
- HERNÁN BADILLO
- HERMÁN LAFONTAINE
- LA TRIENNE DE FLUSHING
- CHNAL 25
- RADIO WADO
- EL DIARIO
- DEPARTAMENTO DE EDUCACIÓN DEL ESTADO DE N.Y.
- DIRECTORA DEL DEPARTAMENTO DE ASUNTOS DEL CONSUMIDOR

AMIGOS:
- UN PROFESOR
- DOS PADRES
- UN ALUMNO GRADUADO DE JBHS

Addendum 10

Program Publication

Addendum 11
Program Publication



EL BURRO FAVORITO

* *

Allá en una parte de la América Hispana había una vez un campesino que poseía animales de diferentes razas. Aunque tenía muchos animales, le faltaba un burro. Así, queriendo ser dueño de un buen burro, fue a la hacienda de su vecino y le preguntó:

¿Tiene Ud. un burro que yo pueda comprar?

El vecino contestó:

Tengo dos burros, de los cuales puede escoger uno.

El campesino observó a los dos burros y no sabía cuál escoger. Después de pensar mucho tiempo, le dijo al vecino:

Hoy me voy a llevar a los dos para saber cuál me gusta más.

Los dos burritos parecían bonitos y buenos. El buen campesino no sabía que uno de los burritos era muy malo; que le hacía malas cosas el otro.

Para saber cuál escogería, les dijo:

Voy a atar una bolsa a cada uno, una llevará esponjas y la otra azúcar. El que cruce el río primero será mi burrito favorito.

El burrito malo cogió rápidamente la bolsa de esponjas dejando la de azúcar para el bueno. El campesino mandó a los dos que corrieran lo más rápido posible.

El burro malo le dijo al bueno:

Voy a ganar, porque tengo la bolsa más liviana.

El burro bueno le contestó:

No me preocupo. Dios te va a castigar.

Los dos llegaron al río y la bolsa del burro malo que tenía esponjas, absorbió mucha agua y se puso tan pesada que se le hizo imposible cargarla.

Tenía más suerte el bueno pues el azúcar se derretía, poniéndose la bolsa más liviana y haciéndole más fácil cruzar el río.

El campesino ahora supo cuál de los dos era el bueno y le nombró a éste su favorito. Y el burrito malo aprendió que Dios castiga a los mal pensados.

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República Dominicana 1980

Addendum 12

Program Publication

JOHN BONNE HIGH SCHOOL — PROGRAMA BILINGÜE

NOTICIERO

EDICION #8 — FEBRERO, MARZO, ABRIL - 1980

7:00 a 11:00 P.M.

VIERNES 9 de MAYO

NOCHE DE TALENTO HISPANO

C A L E N D A R I O D E A C T I V I D A D E S

Febrero	11	Día de Lincoln. No hay clases
	18	Día de Washington. No hay clases
	13 - 28	Implementación de un proyecto especial de instrucción individualizada en estudios sociales. Tema: Revolución Industrial. Perfeccionamiento de las destrezas básicas de lectura por medio de la historia.
Marzo	11	Reunión general y del Concilio de los padres y alumnos bilingües
	14	Excursión al Museo de Historia Natural para asistir a la Exhibición "El Dorado" y al Planetario Hayden
	22	Exámenes SAT en John Bowne
	24	Entrega de tarjetas de calificaciones
	26	Exámenes LAB
	26	Conferencias de padres y maestros en horas de la tarde Reunión General de Padres de los Alumnos Bilingües
	27	Conferencias de padres y maestros en horas de la noche Reunión General de los Padres de los Alumnos Bilingües Publicación de "El Noticiero"
Marzo 31 a abril 8		Vacaciones de primavera
Abril	8	Excursión a Radio city Music Hall. 20 alumnos
	16	Excursión a Queensborough Community College para asistir a la conferencia sobre profesiones.
	23 a 25	Exámenes de mitad de término.
	23	Exámenes PSEN
		Publicación de la revista "Universal"
	30	Reunión del Concilio de Padres Bilingües, en horas de la noche.
Mayo	2	Feria Internacional. De 5:00 a 11:00 PM.
	9	Noche de Talento Hispano. De 7.00 a 11:00 PM En el auditorio de la escuela. Se contará con la participación de cantantes, declamadores, bailarines, y habrá interesantes sorpresas.
	21 ó 28	Día de orientación sobre el Programa Bilingüe en la escuela IS 68
		Conferencia de Padres Hispanos en la ciudad de Nueva York
3a. semana		Excursión a la Estatua de la Libertad. Para todos los alumnos en el programa ESL.
		Publicación de CUENTOS DE MI PUEBLO